DOCUMENT RESUME

ED 399 422 CE 072 539

AUTHOR Jackman, Diane H.; And Others
TITLE Family and Consumer Sciences. Middle-Level Curriculum.
INSTITUTION North Dakota State Univ., Fargo.
SPONS AGENCY North Dakota State Board for Vocational-Technical Education, Bismarck.; North Dakota Univ., Grand Forks. Dept. of Business and Vocational Education.
PUB DATE Jun 96
NOTE 112p.; Funded by the North Dakota Statewide Vocational-Technical Curriculum Project.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Competence; Competency Based Education; *Consumer Education; Course Content; *Educational Assessment; Educational Philosophy; Evaluation Methods; *Family Life Education; *Home Economics; Junior High Schools; Learning Activities; Middle Schools; State Curriculum Guides; Student Evaluation; *Teaching Methods
IDENTIFIERS *North Dakota

ABSTRACT

This document is a curriculum guide for middle school and junior high school family and consumer sciences courses in North Dakota. The guide is organized in 16 sections. The first section provides a rationale for a middle-level family and consumer sciences curriculum and identifies nine major areas of study to be covered by the curriculum. It is followed by a scope and sequence for these nine areas, outlining the skills taught in each unit. The following 10 sections explain the curriculum outline and provide a curriculum outline for the 9 thematic areas: Future Homemakers of America; communication and relationship skills; decision-making skills; personal health issues; family issues; resource management; employment skills; technology; and community service. Each of the outlines includes key ideas, learning outcomes, learning activities, and suggested resources. A listing of 49 general resources follows. The last three sections include sample lesson plans, a discussion of student assessment, with examples and a list of 19 resources; and 36 World Wide Web resource addresses. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 399 422

FAMILY AND CONSUMER SCIENCES

Middle-Level Curriculum

A project of:

NORTH DAKOTA STATE UNIVERSITY
SCHOOL OF EDUCATION
FAMILY & CONSUMER SCIENCES EDUCATION
155 E. MORROW LEBEDEFF HALL
FARGO NORTH DAKOTA 58105-5057

CE072539

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

June, 1996

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. Olson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

North Dakota State Board
for
Vocational and Technical Education

Dr. Charles Brickner, Chairperson	Carrington
Darrel Remington, Vice Chair	Mott
Merlin Dahl	Walhalla
Mary Beth Ekeren	Enderlin
Kathy Hawken	Fargo
Dr. Wayne Sanstead	Bismarck
Rita Wilhelmi	Stanley

It is the policy of the North Dakota State Board for Vocational and Technical Education not to discriminate in its educational programs, activities, or employment policies as required by Final Regulation implementing Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973.

The Board policy does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws. Equal education opportunity is a priority of the North Dakota State Board for Vocational and Technical Education.

Major funding provided by the North Dakota Statewide Vocational-Technical Curriculum Project, a joint venture of the North Dakota State Board for Vocational and Technical Education, Mel Olson, Director; and the University of North Dakota Business and Vocational Education Department, Dr. James Navara, Chairperson.

Family & Consumer Sciences

MIDDLE-LEVEL CURRICULUM

Authors:

Dr. Diane H. Jackman, NDSU School of Education

Karen E. Botine, ND State Board for Vo-Tech Education

Patricia Brager, Cooperstown

Ann M. Dietchman, Finley-Sharon

Faye Duncan, Mayville-Portland

Jeanette Hoffman-Johnson, Forman

Deborah McKay, Grafton

Vicki L. Neuharth, ND State Board for Vo-Tech Education

Diane Olson, Buxton

Karen Roach, Hope

ACKNOWLEDGEMENTS

The curriculum writers would like to thank those who contributed to the development of this resource:

Ron Mehrer--Coordinator of Research, Curriculum, and Personnel Development--and the members of the statewide Curriculum Management Team for vocational-technical education for project funding;

All Family and Consumer Sciences teachers who reviewed the curriculum draft at the 1995 All-Service Vocational Conference and provided comments and ideas for learning activities;

Joan Beaton, for coordinating the first year of curriculum development;

Lois Hovden, for doing the preliminary typing of the curriculum;

Nancy Olson, for editing and formatting the final document.

Development and printing of these instructional materials was funded through Title II of P.L. 98-524, the Carl D. Perkins Vocational Act of 1984, and its amendments.

TABLE OF CONTENTS

Introduction to the Middle School Curriculum	1
Scope and Sequence	11
Curriculum Outline	16
Future Homemakers of America	17
Communication and Relationship Skills	19
Decision-Making Skills	25
Personal Health Issues	28
Family Issues	39
Resource Management	42
Employment Skills	46
Technology	50
Community Service	53
General Resource Listing	55
Sample Lesson Plans	60
Assessment Section	86
World Wide Web	103

Family and Consumer Sciences Middle-Level Curriculum

During early adolescence, today's youth are being challenged in ways very different from previous generations. At earlier ages, they face major adjustments to rapid changes in all aspects of their developmental process while interacting with environmental forces that are increasingly risky, even life threatening. An estimated half of our nation's youth are at serious or moderate risk of reaching adulthood unable to adequately meet requirements necessary to (a) hold a job, (b) maintain lasting relationships in families and with friends, and (c) accept responsibilities of participation in a democratic society (Ames & Miller, 1994; Jackson, 1991; Carnegie Council, 1989).

Recently, however, middle-level education (geared for youth aged 10 to 15) has become a focus for reform and restructuring to help young people face this rapidly changing society and meet their educational needs (Irvin, 1992; Capelluti & Stokes, 1991). Messick and Reynolds (1992) suggested that middle-level curriculum be constructed around a framework of knowledge about the (1) student, (2) subject area content, and (3) skills and attitudes taken by academic disciplines, as well as mandates from our traditions. Wilmore (1992) and Beane (1991) concur that middle-level teaching be built around a unified general curriculum focused on students'

personal concerns and social issues with an interdisciplinary and integrated approach. Campbell (1991) takes this idea one step further and advocates exploratory programs that emphasize hands-on activities and application of concepts as central components in the curriculum.

Family and Consumer Sciences is a vital component in the middle-level education of our nation's youth. As reaffirmed at the Professional Unity and Identity Conference in Scottsdale, outcomes of Family and Consumer Sciences Education programs are:

a) the enhancement of social, cognitive, economic, emotional, and physical health and well-being of individuals and families;

b) the empowerment of individuals and families to take charge of their lives, to maximize their potential, and to function independently and interdependently; and

c) the enhancement of the quality of the environments in which individuals and families function (AHEA, 1993).

Middle-level Family and Consumer Sciences cannot be a "watered down" version of what has traditionally been taught at the secondary level. It must be developed specifically to address the identified needs of the 10-15 age group and should be an integrated and integral part of every youth's academic program.

Middle-level activities/classes in Family and Consumer Sciences Education provide the broad foundation to prepare students for their multiple roles within work, family, and community along with experiences to help them navigate their way to adulthood. Students will encounter experiences that will help them achieve a positive self-concept, personal fulfillment, and a capacity for self-discipline. Family and Consumer Sciences Education emphasizes the worth and dignity of each individual and the variety of family types prevalent in today's society.

Almost all individuals will spend a major part of their adult lives in the work force. Preparation for this life role is a long-term process; however, career-related decisions are frequently made without sufficient knowledge of career options or awareness of the student's own interests and capabilities. Career awareness activities within the middle school Family and Consumer Sciences Program give students early exposure to the work world and lay a foundation for more realistic career planning during the high school years.

Successful functioning on the job requires more than specific technical skills (Bragg, 1995). Each worker needs generic skills that are transferable from job to job. According to numerous employer surveys, today's and tomorrow's workers must be skilled in human relations, solving problems, making decisions, working as part of a team, self-

management, and managing resources. They must also be able to apply basic academic skills (communication, math, science) to everyday work tasks. All of these "employability skills" are integral to the Family and Consumer Sciences curriculum at middle level. Development of these skills creates options for future life roles and will help students make a successful transition from school to work (Dykman, 1995).

Family and Consumer Sciences Education focuses on the preparation for future work and family roles. A balance between work and family is essential as students learn to manage the multiple roles they will face. Students need to cope not only with work situations, but also with family roles and responsibilities (Schultz, 1994).

According to the Centers for Disease Control and Prevention (CDC), most major health problem are cause by behaviors and attitudes developed early in life (Summerfield, 1995). Middle-level youth are making critical health choices about what to eat, both for athletic performance and for personal appearance, as well as behavior choices involving smoking, alcohol, drug use, and sexual activity. If students at this age are exposed to knowledge and given the opportunity to apply that knowledge, they can develop healthy behaviors and attitudes that will remain with them for life. By providing early adolescents with knowledge and decision-making skills,

Family and Consumer Sciences educators will be helping the youth of today make informed decisions with lifelong implications.

Forming lasting and meaningful relationships is an important aspect of a healthy adult lifestyle. Adolescence is a time to learn about forming relationships and commitments, examining a personal identity, gaining social skills and awareness, understanding and accepting sexual responsibility, and understanding the consequences of personal actions. Peer pressure is tremendous, as is the need to belong. Factual information, along with the development of decision-making skills, will help youth make the appropriate choices.

As early adolescents begin to encounter major physical changes at the onset of puberty, they become very conscious of their appearance. Factual knowledge of the physical changes occurring will enable youth to accept themselves and make an easier transition into adulthood.

In our society, parenting roles are shared among a variety of institutions and individuals, including the middle school students who frequently care for younger siblings and provide babysitting services to other families. Because middle school students already play an influential role in the lives of younger children, it is important that they develop appropriate parenting skills for immediate use. These skills learned at the

middle school will serve as the foundation for later courses in parenting when the students are planning for their own families.

Adolescents needs to deal with problems as they arise. For today's youth, these problems include money. Youth, even at middle level, have disposable income. They also face a variety of enticements to spend this income, usually for immediate gratification. Without the knowledge of and the opportunity to practice good consumer skills, youth will not learn to manage resources effectively and to take responsibility for their decisions.

The development of this middle-level curriculum by teachers in North Dakota began with an identification of student characteristics and the societal trends that impact the lives of the youth of today. While the list may seem long, teachers understood the importance of acknowledging these as the basis for any curriculum development. As one of our teachers so aptly put it, middle school students are "under construction."

General Characteristics of Middle School Students:

* Shy
* Aggressive
* Impatient
* Helpful
* Desire to please
* Blaming
* Fearful
* Funny
* Independent
* Vacillators
* Giggly
* Self-centered
* Unsure
* Always hungry
* Flippant
* Smart
* Testing limits
* Creative
* Changing
* Needs must be met now!
* Caring
* Know it all
* Uninhibited
* Squirmy
* Full of energy
* Loyal
* Moody
* Dependable
* Friendly
* Needing direction

* Mouthy	* Cruel and insensitive to others	* Touchy-feely
* Questioning	* Some worldly - others naive	* Talkative
* Challenging	* Childlike, but adult like	* Bragging
* Anxious	* Testing their morals	* Tired
* Humorous	* Vulnerable to peers & adults	* Self-conscious
* Feel "picked on"	* Feel adult's rejection	* Embarrass easily
* Social creatures	* Physically "at-risk"	* Want to belong
* Argumentative	* Sexual (raging hormones)	* Curious
* Risk takers	* Independent but dependent	* Fast-paced
* Sensitive	* Rapid growth spurts	* Egocentric
* Assertive	* Willing to participate	* Enthusiastic
* Compassionatte	* Many interests	* Assertive

Many of these characteristics appear to be at opposite ends of a continuum, but teachers frequently encounter students in the same class with this range of characteristics. This variation underscores the need for middle school teachers to develop an awareness of these students' special needs.

As indicated earlier, society today is changing rapidly. These changes impact the students encountered by teachers in the middle school setting. Societal trends include the following:

* More one-parent families
* Fewer siblings
* More multiple unit housing (less play/activity area)
* Urban areas - more crime, violence, and gangs
* Rural areas - fewer students
* Decrease of "middle class" - wider gap between rich and poor
* Children raising themselves
* Children being raised by grandparents
* More abuse/neglect
* Diversity in family structure
* Global environment
* AIDS
* Tobacco use

* Preventative health care
* Gangs
* Technology
* English not primary language
* Changing demographics/shifting proportions of population groups
* Extended school day, before & after school programs/child care
* Rural areas diminishing and urban increasing
* Teen pregnancy
* School violence
* State/Federal mandates regarding health and safety practices
* Daycare vs family care
* Necessity of job-specific education/training beyond high school
* More homeless due to lower incomes, increased unemployment
* Possible boarding schools due to distances in rural areas
* Interactive TV at home
* Multiple career changes
* Fast-paced society
* More people living alone
* Universal use of credit
* More part-time jobs with no benefits
* Media influence
* Rise in eating disorders
* Families living apart
* Longer life span
* More leisure time for those with resources
* Less leisure time for those with 2 and 3 jobs
* Newly emerging careers
* Mobility greater for recreation, careers, shopping, visiting, etc.

The amount of impact each of these issues has on local curriculum will be dependent on the school's location in the state and the overall health of the community. Every Family and Consumer Sciences Education teacher must weigh the characteristics and needs of the local community and its students while being mindful of the broader social trends that will impact their daily lives.

Given the societal trends and adolescent needs and characteristics, general topic area themes were proposed as issues and skills that could be used in a truly integrated middle level curriculum. Topic areas were identified under the assumption that each could stand alone or could be integrated with existing Family and Consumer Sciences Education courses:

1. Future Homemakers of America
2. Communication and Relationship Skills
3. Decision-Making Skills
4. Personal Health Issues
5. Family Issues
6. Resource Management
7. Employment Skills
8. Technology
9. Community Service

Outcomes in Family and Consumer Sciences Education were designed for each topic area along with a list of suggested activities and resources. The organization of the curriculum in this manner will allow each teacher to meet the specialized needs of the local community. Topic areas and suggested activities in this curriculum address each of the seven national standards identified for school health education programs.

References

American Home Economics Association. (1993). The Scottsdale meeting: Positioning the profession for the 21st century. Washington, DC: Author.

Ames, N. L. & Miller, E. (1994). Changing middle schools. San Francisco, CA: Jossey-Bass Publishers.

Beane, J. (1991). The middle school: The natural home of integrated curriculum. Educational Leadership, 49(2), 9-13.

Bragg, D. D. (1995). Tech prep: Where are we now? Vocational Education Journal, 70(4), 18-23.

Campbell, S. H. (1991). Are middle school students normal? Schools in the Middle, 1(12), 19-22.

Capelluti, J. & Stokes, D. (Eds.). (1991). Middle level education: Programs, policies, practices (monograph). Reston, VA: National Association of Secondary School Principals.

Carnegie Council on Adolescent Development. (1989). Turning points. New York: Carnegie Corporation of New York.

Dykman, A. (1995). What school-to-work means for tech prep. Vocational Education Journal, 70(4), 24-25, 44.

Irwin, J. L. (Ed.). (1992). Transforming middle level education: Perspectives and possibilities. Needham Heights, MA: Allyn & Bacon.

Jackson, A. W. (1991). Turning points: Opportunity or trouble? Momentum, 22(2), 10-14.

Messick, R. G. & Reynolds, K. E. (1992). Middle level curriculum in action. New York: Longman Publishing.

Schultz, J. B. (1994). Facts of life. Vocational Education Journal, 69(4), 19-21, 41.

Summerfield, L. M. (1995). National standards for school health education. ERIC Digest. ERIC Clearinghouse on Teaching and Teacher Education.

Wilmore, E. L. (1992). The "affective" middle level school: Keys to a nurturing school climate. Schools in the Middle, 1(4), 31-34.

SCOPE AND SEQUENCE

The scope and sequence includes the nine thematic areas identified as critical to middle level family and consumer science education. Within each thematic area key ideas have been identified. Both thematic areas and key ideas are listed in order of priority for instruction in each grade, 5 through 8.

Adapt and use this scope and sequence as appropriate for your individual school and community. Your choices will depend on the grades taught and the time available for family and consumer science education in the middle school.

This scope and sequence can also be a tool for marketing your program. Share it with administrators and counselors, advisory committee members, parents, and others who should be informed about what content is included in today's Family and Consumer Sciences program.

SCOPE AND SEQUENCE	GRADES			
Future Homemakers of America	**5th**	**6th**	**7th**	**8th**
1. Goal setting.....	x	x	x	x
2. Teamwork.....	x	x	x	x
3. Membership.....	x	x	x	x
4. Projects.....		x	x	x
5. Programs.....		x	x	x
6. Leadership.....			x	x
7. Parliamentary procedure.....				x

SCOPE AND SEQUENCE	GRADES			
Communication ad Relationship Skills	**5th**	**6th**	**7th**	**8th**
1. Self esteem	x	x	x	x
2. Relationships	x	x	x	x
3. Communication	x	x	x	x
4. Cooperation	x	x	x	x
5. Conflict	x	x	x	x
6. Community	x	x	x	x
Decision-Making Skills				
1. Brainstorming	x	x	x	x
2. Values	x	x	x	x
3. Identifying concerns	x	x	x	x
4. Goal setting	x	x	x	x
5. Planning		x	x	x
6. Alternatives			x	x
7. Consequences			x	x
8. Evaluation			x	x

SCOPE AND SEQUENCE	GRADES			
Personal Health Issues	**5th**	**6th**	**7th**	**8th**
1. Personal care decisions.....	x	x	x	x
2. Nutrition.....	x	x	x	x
3. Healthy snacks and meals.....	x	x	x	x
4. Emergency first aid procedures.....	x	x	x	x
5. Drugs, alcohol & sexuality.....	x	x	x	x
6. Disease prevention.....		x	x	x
7. Clothing			x	x
8. Stress management.....			x	x
9. Evaluation of health information.....			x	x
10. Careers.....			x	x
11. Personal safety skills.....				x
Family Issues				
1. Characteristics of family.....	x	x	x	x
2. Roles of family.....	x	x	x	x
3. Responsibility of family.....		x	x	x
4. Development of children.....			x	x
5. Family life cycle.....				x

SCOPE AND SEQUENCE	GRADES			
Resource Management	**5th**	**6th**	**7th**	**8th**
1. Resources	x	x	x	x
2. Organizational skills	x	x	x	x
3. Money management	x	x	x	x
4. Time management		x	x	x
5. Comparison shopping			x	x
6. Energy management				x
Employment Skills				
1. Goal setting	x	x	x	x
2. Personal characteristics	x	x	x	x
3. Work habits	x	x	x	x
4. Career interests	x	x	x	x

SCOPE AND SEQUENCE	GRADES			
Technology	**5th**	**6th**	**7th**	**8th**
1. Impact	x	x	x	x
2. High-tech equipment	x	x	x	x
3. Future			x	x
4. Careers			x	x
Community Service				
1. Volunteerism	x	x	x	x
2. Citizenship	x	x	x	x
3. Public relations	x	x	x	x

CURRICULUM OUTLINE

The information presented in this section has been designed to be user friendly for Middle School Family and Consumer Sciences teachers in helping you develop each thematic area in a creative and interesting manner. This section is divided into nine thematic areas: Future Homemakers of America, Communication and Relationship Skills, Decision-Making Skills, Personal Health Issues, Family Issues, Resource Management, Employment Skills, Technology, and Community Service.

Each thematic area is presented the same format, which includes:

Key Ideas	concepts that will be studied in this thematic area.
Learner Outcomes	information students will know or behaviors they will exhibit when finished with this thematic area.
Learning Activities	instructional processes that can be used to teach the chosen content.
Suggested Resources	sources of information and ideas for the thematic area.

The ideas presented in each thematic area are designed to help you create interesting and applicable information for your students, but are not to be considered an end in themselves. Use these ideas as a starting point in developing an instructional plan to meet your students' needs and interests. We hope you find these ideas interesting to teach. We enjoyed compiling them for you.

Future Homemakers of America (FHA)

The Decision-Making Process

KEY	•	*Goal setting*
	•	*Teamwork*
I	•	*Membership*
D	•	*Projects*
E	•	*Programs*
A	•	*Leadership*
S	•	*Parliamentary Procedure*

Learner Outcomes:

~Become aware of Future Homemakers of America (FHA) facts and background.

~Develop individual and cooperative FHA activities.

~Set goals and take action on personal issues.

~Demonstrate knowledge of parliamentary procedure.

~Practice leadership skills.

LEARNING ACTIVITIES:

1. Learners using the Step 1 brochure develop a poster to inform others about FHA/HERO.

2. Choose a Power-of-One unit to work through.

3. As a class or in small groups, choose a STAR Events project.

4. Choose a STAR Events project to complete on your own.

5. Use the planning process to plan and carry out a project in one of the state or national programs. Plan how to fit project assignments into your own weekly schedule.

6. Search for FHA facts, information, and project ideas in past issues of Teen Times.

7. Teach a pariamentary procedure skill, such as making a motion or calling for a vote, to your classmates.

Suggested Resources:

4-H materials on parliamentary procedure. Contact County Extension Educator.

Future Homemakers of America. (1994). Guide for middle level FHA/HERO chapters. Reston, VA: Author.

Future Homemakers of America. (1994). Teacher educator's guide to FHA/HERO. Reston, VA: Author.

Future Homemakers of America. (1994). Step one (brochure). Reston, VA: Author.

Future Homemakers of America. (1994). Co-curricular guide for FHA/HERO chapters. Reston, VA: Author.

Future Homemakers of America. (1995). STAR events manual. Reston, VA: Author.

North Dakota Chapter Handbook.

Communication And Relationship Skills

KEY	•	*Self-esteem*
	•	*Relationships*
I	•	*Communication*
D	•	*Cooperation*
E	•	*Conflict*
A	•	*Community*
S		

Learner Outcomes:

~Formulate a positive self-esteem and healthy relationships with family and friends.

~Demonstrate effective writing, speaking, and listening skills.

~Identify nonverbal communication skills.

~Incorporate written and verbal communication skills in school, home, and in the workplace.

~Develop appropriate responses for conflict situations.

~Verify the importance of communication skills in the global community in which we live.

LEARNING ACTIVITIES:

1. Compose a classified advertisement or flyer listing qualities or characteristics wanted or desired in a friend.

2. Define these terms in small groups: friend, best friend, and acquaintance.

3. Develop in small groups a list of guidelines for making and keeping friends.

4. Make a friendship quilt. Each student makes an 8 1/2" square out of a piece of construction paper, decorates the square with different colors and pieces of paper, and writes about her/his feelings on friendship. Tape all squares together; display in classroom.

5. Create a friendship flag(s) in teams. Select colors and symbols to signify friendship. Include a friendship motto as part of the flag(s). Display in room.

6. Design a perfect friend. Draw a figure, and around it write down the qualities you look for in a friend. Then go back over your list and check the qualities YOU possess.

7. Develop a flyer or poster: "Ten Most Wanted" list of qualities in a friend. Interview a local employer for "10 Most Wanted" qualities for employees. Compare lists. Are there personal qualities that are also worker qualities?

8. Have "secret pals" by drawing names with classmates, and do nice/good things secretly for that person over a given length of time.

9. Brainstorm characteristics of healthy and unhealthy relationships. Watch a favorite TV show and document examples.

10. Give yourself 5! Write 5 good things about yourself, receive an appropriate reinforcement for each one.

11. Create a sculpture of your summer activities in play dough. This could be done individually, in pairs, or in a small group. Share sculpture with the rest of the class.

12. Work in pairs to trace each other's body on a sheet of butcher paper or a roll of paper. Put your name on your silhouette and post it on the wall. On each of your classmate's silhouettes, write one positive quality of that person.

13. Decorate an envelope describing yourself. Write a positive comment for each classmate on a slip of paper. As the envelopes are passed around the room, place the positive comments into the appropriate envelopes.

14. Draw/paste 4 symbols representing yourself (no Zodiac signs, names, birthdates) on 8 1/2" x 11" paper at the beginning of this unit. At the end of the unit, number the papers, display around the room, and try to identify your classmates.

15. Create a "Me Bag." Bring items in a bag that define you. Items might include pictures, awards, etc. Explain how these items define you as a person.

16. Share feelings through use of I-messages in communication. (I feel (feeling), when you (what they did). Next time, please (behavior wanted).)

17. Practice active listening techniques. Working with a partner, tell a short story while your partner practices identified listening skills. Reverse roles and repeat the process.

18. Lists phrases or actions that encourage or discourage communication.

19. Make a paper bag puppet. Create a listening skills story for use with a puppet(s) that is appropriate for a young child. Share with an elementary class. This could be a group project and might be expanded into an Interpersonal Communication or Focus on Children STAR Event.

20. Write a story about an event in the life of a child from birth to age one.

21. Write directions for a simple task (e.g., making a peanut butter and jelly sandwich). Have a volunteer attempt to follow the directions exactly. Discuss the results.

22. Read one of the *Amelia Bedelia* books as an example of communication skills (Amelia takes everything literally), and explain the communication skills used by Amelia and her friends.

23. Write a paragraph to explain the statement: "Listen with your eyes as well as your ears." Compare your interpretation with a partner.

24. Find an article in a recent newspaper, magazine, or journal on a life skill-related topic. Read the article and give a verbal summary of the article in class.

25. Write a letter to your teacher as if it is 10 years in the future. Describe what has happened in these 10 years. Include information on goals achieved, career, and family.

26. Give your partner directions for drawing a shape without identifying the shape by name.

27. Standing back to back, change 3 things about your appearance. Turn around and see if your partner can identify the changes you made. Switch roles.

28. Look at the quotes below and write down what you think the quotes mean. Discuss your thoughts with a partner.
"You don't have to blow out my candle to make yours glow brighter."
"The only way to have a friend is to be a friend."
"How tall does a sycamore grow? If you cut it down, you'll never know." (from the film Pocahontas)

29. Define a conflict typical in middle school/junior high, such as name calling or teasing, being left out of an activity, breaking a confidence, disagreeing with parents over curfew. Write a short play about the conflict, showing how it might be resolved. Present the play to the class.

30. Develop a set of classroom rules to help eliminate some classroom conflicts. Discuss why rules are needed in life.

31. Sit/stand in a line. The first person in line whispers a sentence to the next. Each person repeats the sentence she/he heard to the next person. The last person repeats the sentence aloud to compare it to the original sentence. Discuss where and what information was lost.

32. Write a letter to a company to find out more information about a product, to suggest an improvement, or to make a complaint. In class, share information received in response to your letters. Discuss your satisfaction/dissatisfaction with the response.

33. Interview an adult who is working outside the home (could be a family member, neighbor, friend). Find out who he/she communicates with at work and which communication skills he/she needs to use. Give a written or verbal report of your findings.

34. Practice completing job application forms. Discuss why it is important to communicate information clearly and concisely.

35. Role play good and bad body language during a job interview. Videotape the interview. Review the videotape and discuss the impression given by body language.

36. Listen to a favorite song and write your interpretation of what the song means.

37. Work in small groups to build a straw tower. You have 5 minutes to talk and develop a plan; then complete the task with no talking. The goal is to make the tallest tower that stands on its own.

Suggested Resources:

Teaching with Calvin & Hobbs

Tough and Tender Listeners - Shirley Bracket

Amelia Bedelia Books

Video - Hallmark - The Secret Garden

Decision-Making Skills

KEY	•	*Brainstorming*
	•	*Values*
I	•	*Identify concerns*
D	•	*Goal setting*
E	•	*Planning*
A	•	*Alternatives*
S	•	*Consequences*
	•	*Evaluation*

Learner Outcomes:

~Assess the role of values in decision making.

~Distinguish between short-term and long-term effects of a decision.

~Identify and use steps in the decision-making process.

~Demonstrate the ability to make effective decisions.

LEARNING ACTIVITIES:

1. Practice the steps to the decision-making process using teacher-directed guidelines.

   a. Put footprints (each one has a decision-making process step on it) in order on the floor or board. Review the steps.

   b. As a class, review the steps of the decision-making process. Determine how you selected the clothes you are wearing today. (See sample lessons.)

   c. As a class, determine how to spend $500.00. All the money must be spent, and it must be a group decision. Use all steps of the decision-making process.

   d. List all the decisions you have made today. Make a timeline of decisions for the rest of the day.

   e. Identify a decision you will have to make in the future, and outline the process you will use in making that decision.

   f. Set a goal to accomplish and keep a daily log on progress toward goal.

2. Brainstorm factors that influence decisions, (i.e., hunger, peer group influence, sleep deprivation, cost, values, habit, impulse.) Sample situations include:
   *choosing Saturday night activities
   *purchasing clothing
   *renting a video

3. Evaluate advertisements to determine how they influence consumers (examples: humor, scientific information, testimonial, peer acceptance).

4. Use the decision-making process to design a project to assist with a school need.

5. Create a graphic organizer to help identify the factors that influence a decision.

6. Read case studies of situations where a "poor" decision was made (cheating, stealing, lying, etc.). Identify short-term and long-term effects of the decision and coping skills needed.

7. Hold a values auction. Students each get $1500 to purchase values such as money, intelligence, happiness, good health, etc. Based on the values they purchase, students explain how the decisions they make will reflect their values.

Suggested Resources:

Consumer Choices - 4-H

Board game in drug and alcohol, Judith Olafson

Choices magazine

Money Doesn't Grow on Trees by Neale Godfrey

Values and Choices Curriculum

"Making Choices" - Advocacy Press

FHA Planning Process

FHA/HERO Power of One

Personal Health Issues

KEY	• *Personal Care Decisions*
	• *Nutrition*
I	• *Healthy Snacks and Meals*
D	• *Emergency First Aid*
E	• *Drugs, Alcohol, and Sexuality*
A	• *Disease Prevention*
S	• *Clothing*
	• *Stress Management*
	• *Evaluation of Health Information*
	• *Careers*
	• *Personal Safety Issues*

Learner Outcomes:

~Analyze information and data needed to manage various personal care issues: Hygiene, Clothing, Food and Nutrition, Stress Management, Emergency First Aid, Personal Safety, Drugs/Alcohol/Tobacco, Adolescent Sexuality, Disease Prevention

~Demonstrate the use of the decision-making process in addressing health and personal care issues facing adolescents.

~Evaluate health information found in various sources.

~Identify career opportunities related to health and personal care issues.

LEARNING ACTIVITIES:

HYGIENE

1. Analyze an ad for a personal care product. Look for things such as truth in advertising, subliminal messages, use of sex/gender issues to attract attention. Discuss how each of these factors influences the purchase or non-purchase.

2. Bring in personal care products (shampoo, skin creams, etc.). Look at label and analyze information.

3. Assess your daily routine of personal hygiene. Make a schedule of a good personal hygiene routine for middle school students.

4. Create a video on the do's and don't's of good grooming for middle school students.

5. Learn about skin care for different skin types.

6. Read and evaluate articles on skin care.

7. Place a little oil and cinnamon (germs) on 4 students' hands. Have each student wash hands differently: a) cold water only, b) cold water and bar soap, c) cold water and liquid soap and, d) warm water and liquid soap. Evaluate results, look at bar soap. Discuss what this means.

8. Place some glitter in your hand and shake hands with 2 - 3 students. Have them shake hands with two others. Have everyone look at their hands and talk about what happened. Remind them the glitter represents germs. (Don't use regular glitter. Use the fine glitter sold at "make your own card" stores).

CLOTHING

1. Categorize a group of clothing items for proper cleaning procedures.

2. Go over laundry procedures and care label information.

3. Have students bring in clothing items to evaluate. Put all items together and, in cooperative groups, go through the steps and laundry procedures. Include folding techniques.

4. In a take-home project, sort a load of laundry, pretreat a stain, and calculate the cost per load using a liquid & powder detergent (documented by parent/guardian signature).

5. Given a list of clothing items, divide the items into appropriate care methods. (Paper doll clothes, catalog items, or clothing items students bring to class work well.

6. Stain four articles of clothing, then launder two of the items the next day--one having been pre-treated, one without pre-treatment. The third and fourth articles of clothing are laundered one week later--one article having been treated with a stain stick, the other item laundered without pre-treatment. (Suggested stains: oil, lipstick, ink, make-up, catsup, mustard, red beverage such as Kool-Aid.)

7. Discuss personal appearance related to clothing choices. Use decision-making skills to make wise choices about what to wear in a given role-play situation (i.e., select from catalogs clothing appropriate for job interview, school prom, attending a wedding, etc.) Justify the selections.

8. Practice how to tie ties based on a demonstration in class.

FOOD AND NUTRITION

1. Following a study and review of the food pyramid, plan a day's meal pattern using the dietary guidelines. Exchange and evaluate each other's plan.

2. Use food models to set up meals for one day (very important to see serving sizes). Evaluate using dietary guidelines.

3. Analyze the school hot lunch menus in relation to dietary guidelines. Design hot lunch menus that meet dietary guidelines and that middle school students will eat. Work with food service director on this activity.

4. "Dissect" a prepared food such as a frozen pot pie. Analyze the nutrients provided and serving amounts (compare and contrast picture with actual product, i.e. thaw frozen pot pie, separate individual foods, and weigh each food).

5. Prepare and teach a nutrition lesson to elementary students.

6. Develop a healthy menu based on the food pyramid as a class. Prepare the menu having each lab group be responsible for one of the foods. Serve in the standardized portion sizes.

7. Create informational commercials on a nutrient. Videotape and discuss.

8. Watch videos on eating disorders, discuss resources available for helping, and write a summary and/or reaction paper on the video.

9. Listen to a guest speaker on eating disorders. Prepare questions for the speaker ahead of time.

10. Evaluate the nutritional aspects of snack choices by comparing similar-sounding foods: orange drink vs. orange juice; peanut butter cup vs. peanut butter. Evaluate nutrition and importance of eating breakfast in relation to dietary guidelines, and discuss beginning-of-the-day food alternatives.

11. Analyze "serving size" of foods, especially favorite snack foods (i.e., cereal).

12. Analyze personal food intake diary on computer program. Evaluate the data and make suggestions for improvement.

13. Discuss serving size and survey class on the foods eaten each day. What is the average number of servings consumed each day from each food group on the food pyramid?

14. Evaluate your favorite food for nutrient content and calories.

15. Prepare fat test tubes showing fat content of favorite foods and snacks. Do the same for sugar and salt. Conversion factors:
    4 grams of fat = 1 tsp. fat
    5 grams sugar = 1 tsp. sugar
    2000 mg. salt = 1 tsp. salt

16. Given a snack food label, research the amount of activity needed to burn those calories.

17. Review information on sports nutrition and assess personal energy needs and output. (Use the resource from the Dairy Council on "Food Power.")

18. Research the number of calories needed by various people of different ages and activity levels.

19. Keep track of activities (reading, walking, sleeping, exercise) and convert to distance you would walk across North Dakota based on these activities (use a map and pins for each student; keep track for 9 weeks.) This activity could be done cooperatively with Physical Education and/or Math class.

20. Plan and prepare a healthy breakfast. Survey school on breakfast habits. Go over dietary guidelines. Plan healthy breakfast/breakfast alternative. Work in cooperative groups using food pyramid to plan. Evaluate menu/prepared meal.

21. Analyze snacking habits. Survey all school on snacking habits. Keep a food diary. Look at calories and nutrients in snacks. Identify healthy snack habits.

22. Use food pyramid and dietary guidelines to plan wise snacking items.

23. Keep record of "snack attacks" for several days. Include foods eaten, time they were eaten, and location where they were eaten. Brainstorm criteria for healthy snacks based on their snack records, choose a recipe, and prepare a nutritionally healthy snack.

24. Look at food labels for fat content. Discuss the danger of too much or too little fat in the diet, plan a healthy snack or low-fat meal. Use fat handbook/computer software to analyze foods.

25. Estimate and determine the amount of fat in a fast-food meal.
    *Determine the lowest fat choices at various fast food restaurants.
    *Create a display showing different snack choices and the amount of fat in each.
    *In cooperative groups, use fast food information to select meals. Estimate amount of fat. Present to class.
    *Use handout from fast food restaurants to analyze nutrient information in a meal they would order.
    *Use information from fast food restaurants to make low-fat selections.
    *Make posters to show fat and nutrients in favorite foods.

26. Plan and implement an interdisciplinary unit on nutrition and have a nutrition fair open to the public. Share the nutrition information.

27. Listen to guest speakers on nutrition and/or fitness (extension educators, dietitian, maternal/child health nutritionist, WIC nutrition consultant, etc.). As part of the presentations, each will share information on personal qualities needed in their jobs and education/training required.

28. Create a video on a nutrition-related presentation.

29. Demonstrate basic kitchen safety guidelines.

30. Analyze a weight loss diet for wise weight loss procedures.

STRESS MANAGEMENT

1. Research stress: What is it? What causes it? What can it do to you? What can be done to manage it? Given a specific example, explain how stress should be managed.

2. Survey students and adults on stress: stressful situations, good and bad stress, ways to handle stress Categorize situations discovered. Discuss results.

3. View a video tape on ways to handle stress and/or conflicts and discuss.

4. Generate a list of troublesome feelings associated with the changes of adolescence Post list in the room. Practice using "I Statements" with a partner, given a situation from the list.

5. Make a poster of magazine or newspaper pictures that show people reducing stress in constructive ways. Write captions for each picture or find pictures of people experiencing stress and suggest ways to reduce stress.

6. Practice in class stress management through relaxation therapy. Discuss how to handle stress through exercise, counseling, relaxation therapy, etc.

7. Practice saying "no" to pressure from peers (to have sex, do drugs, break laws) based on role-play situations using partners.

8. Discuss and identify major life changes that could be experienced (moving, divorce, job, broken relationships, death, loss, grief).

9. Visit a funeral home (8th or 9th grade), and talk about services offered to grieving families.

EMERGENCY FIRST AID

1. Given a situation, relate first aid procedures to help in an emergency situation.

2. Learn "rescue breathing" using Red Cross program (BAT - Basic Aid Training - designed for grades 4-5-6). [Teacher needs to be trained or bring in a certified person.]

3. Practice how to summon help using 911 or other appropriate numbers.

4. Write directions to home/baby-sitting site from emergency (EMT) location.

5. Watch as first responders demonstrate CPR (special focus on infants and children. Practice on CPR dummies.

6. Make a home first aid kit or winter survival kit.

7. Plan and practice a safe escape route from classroom and bedroom at home.

PERSONAL SAFETY

1. Brainstorm definitions for date rape, dating violence and sexual harassment. (Approach this as a personal respect issue, use sensitivity.)

2. Watch video on Date Rape and discuss questions raised.

3. Listen to speaker on abuse/rape/harrassment.

4. Collect articles on violence to raise awareness of the issue. Categorize the type of violence and discuss feelings about personal risk (music , TV programs, teen magazines, ads.)

5. Practice communication skills and assertiveness techniques to reduce risk of violence. Given scenarios, list skills an individual in that situation could use to avoid that situation if the behavior is inappropriate. Create a personal safety contract with parents.

DRUGS, ALCOHOL, TOBACCO

1. Simulate what tobacco does to the lungs (plug your noses and breathe through tiny straws to simulate restricted breathing.) Discuss long- and short-term impact on health.

2. Formulate statements anticipating the possible health outcomes of a given situation. Example: If a learner decides to start smoking because of peer pressure in 7th grade what might happen at age 13, 21, 40?

3. Research tobacco and the effect on total health (costs of smoking each year, a decade, over 50 years).

4. Demonstrate the effects of alcohol on the body using a raw egg broken into a clear container. Pour alcohol (1 miniature everclear) over it. Talk about egg being like the body--protein, vitamins, fat, etc. Alcohol will coagulate the egg within 5 minutes. (Suggest prior administrative approval.)

5. Participate in Ghost Out Activity (Red Ribbon Week Kit), an NDHSAA activity related to alcohol use and accidents.

ADOLESCENT SEXUALITY

Activities 1-5 can be lead-in or follow-up activities for a unit on dating etiquette.

1. Brainstorm desired characteristics of future dating partners/dating etiquette.

2. Identify couple/group activities for a positive dating experience.

3. Interview parents to determine what behaviors are appropriate on a date.

4. Practice assertiveness and communication skills in dating situations using assertiveness training guidelines.

5. Identify, physical and emotional changes that occur during puberty.

6. View a video on sexual pressures. Discuss the pressures and what this says about the relationship.

DISEASE PREVENTION

1. Examine life expectancy changes in the last 20, 40, 60, 100 years. Relate to taking care of one's body, including nutritional needs.

2. Research how long people worked in 1800s, 1900s, and make future projections. How does health relate to this. (Interdisciplinary with social studies)

3. Generate ways to prevent diseases.

GENERAL ACTIVITIES

1. List health information sources. Collect examples to use for evaluation.

2. Read an article related to personal health. Present to the class a summary and personal evaluation of what was stated in the article.

3. Read a magazine article on health and evaluate for accurate information.

4. Identify careers which have specific health and physical fitness related requirements (vision, lifting, speed, manual dexterity, etc.). Select a career and do a report on the career.

Suggested Resources:

Values and Choices Curriculum - Search Institute

"Totally Awesome Teaching Strategies - Drugs, Alcohol and Tobacco"
"Totally Awesome Teaching Strategies - HIV/AIDS/Human Sexuality"
(Meeks-Heit Publishing. Copyright 1995. P.O. Box 121, Blacklick, Ohio 43004 phone: 614-759-7780)

Project Taking Charge (American Association of Family and Consumer Science Education, 1555 King Street, Alexandria, VA 22314-2738 phone: 703-706-4600)

Dairy Council: "Snack Treks"
Food models
"Food Power"
Label Ease cards

NDSU Extension Service--4-H Pathways, First aid lesson
Making Choices: Life Skills for Adolescents (Advocacy Press, P.O. Box 236, Santa Barbara, CA.)

Nutrition Curriculum Activities Kit (The Center for Applied Research in Education, Inc., West Nyack, NY 10995, Levels 1 and 2)

"Pass it on" - Perceived risk teaching activity (ND Dept. of Health) on STDs or other communicable diseases.

Immune system skit - HIV (ND Dept. of Health)

Pass that cookie - STD's (ND Dept. of Health)

Family Issues

KEY

I
D
E
A
S

- *Characteristics of Family*
- *Roles of Family*
- *Responsibility of Family*
- *Development of Children*
- *Family Life Cycle*

Learner Outcomes:

~Recognize the many forms of "family" in today's society.

~Identify characteristics of a family which provide a healthy environment for growth.

~Recognize roles and responsibilities of family members.

~Identify the process of social, emotional, physical, and psychological development in individuals.

~Recognize how an individual's stage of development can affect interaction within the family.

~Demonstrate skills and attitudes which support family life.

~Identify similarities and differences among families from generation to generation and from one culture to another.

~Identify characteristics for community/ family safety.

LEARNING ACTIVITIES:

1. Discuss/define "family." Identify persons you consider part of your family. Note which ones are formally related (by birth, marriage, or adoption) and which are informal relationships.

2. Conduct a class survey, "Who Lives At Your House?" Prepare a visual or a report to illustrate the different forms of "family" you identified.

3. Select a book/story from a list of family-oriented publications. After reading the book/story, prepare a visual or a report to illustrate the forms of family which are featured in each story.

4. Write a "help wanted" advertisement for a parent, describing characteristics which appear to be needed by most parents. Compare ads. Discuss which characteristics class members consider most important and why.

5. Working in groups, identify costs associated with raising a child from birth to one month (formula, diapers and clothing, child care, medical, etc.).

6. Interview a parent, guardian or other adult about a specific topic from the adult's childhood such as holiday traditions, family leisure activities, weekend activities, music, or fashion trends. Develop a way to share this information with the class.

7. Observe children of different ages. Identify similarities and differences in the way they interact.

8. Interview parents with children of varying ages. Compare and contrast their child guidance tips in relation to the ages of their children.

9. Develop a "Baby-Sitter's Booklet" of suggestions for working with children as a class. Arrange the child care suggestions according to children's ages and stages of development.

10. Provide child care during a parent meeting or school activity. Select materials and activities appropriate for different age groups.

11. Interview parents of young children about qualities they look for in a caregiver. Write an article for the school newsletter or develop a brochure to share your findings.

12. Develop a record of emergency information for your own home. Include emergency phone numbers for police, fire, poison control, family contacts; home address and phone number; directions to your home if you live in a rural area. Prepare similar information for each family whose children you care for.

13. Conduct a family job search. Record what is done and who does each task around the home.

14. Research life and relationships in other cultures, individually or in small groups.

15. Research ways to handle anger. Write a news article or brochure on appropriate techniques for expressing anger and for "cooling off."

16. Write an biography of a parent, grandparent, or other relative from a generation other than your own. Present this "picture" of your family member to the class in the format of your choosing.

17. Collect pictures which illustrate different types of families. Prepare a bulletin board or other display on the topic, "What Does a Family Look Like?"

Suggested Resources:

Values & Choices: Human Sexuality Curriculum
(12 lessons - excellent; parent sessions also)

Resource Management

KEY	• *Resources*
	• *Organizational Skills*
I	• *Money Management*
D	• *Time Management*
E	• *Comparison Shopping*
A	• *Energy Management*
S	

Learner Outcomes:

~Identify resources available to individuals and families in your community.

~Demonstrate the ability to manage personal resources, i.e., time, energy, money.

~Demonstrate the ability to access appropriate community resources.

~Demonstrate responsible organizational skills at home, school, and in communities.

LEARNING ACTIVITIES:

1. Explore a variety of community resources, products, and services. Compare resources found in two different towns or cities.

2. Use the telephone directory to find resources for a specific list of needs.

3. Brainstorm community resources that are available to help families. Discuss how they could help you.

4. Working in cooperative groups, examine a variety of information sources such as the yellow pages to search for information on assigned topics.

5. Access information via Sendit, CD-ROM, FAX, Internet, or other available electronic methods.

6. Track time spent on activities for four days. Include a weekend in the time block. Activity examples include: sleep, studying, extra-curricular activities, family, friends, religious activities, etc. Discuss methods to use in balancing multiple responsibilities.

7. Given a budgeted amount of money, "buy" some clothes. Describe items bought, and compare how effectively different class members used the money.

8. Complete a comparison shopping activity. Compare the cost of a pair of Levi 550 blue jeans at 5 different stores (record both the regular and sale prices). Write up the results for a newspaper article.

9. Develop a "cash flow" for a month (or shorter period of time) to determine how your allowance/income is spent.

10. Create a plan to purchase an item of interest within a specific monetary allotment and personal choices.

11. Develop a coupon book of things you could give instead of buying a gift (a hug, child care, various talents).
12. Reorganize a closet or drawer to use available space better. Bring a parent/guardian-signed evaluation.

13. Select one basic home care task such as pet care, trash control, dishes, grocery list, folding laundry, making beds, etc. Devise a one-week plan to assume the full responsibility for the task. Share results and make suggestions for future tasks.

14. Plan a weekend vacation, charting time and expenses.

15. Plan a way to give everyone in your family a gift within a specific dollar amount.

16. Plan and prepare a healthy recipe at home and bring a parent/guardian-signed evaluation.

17. Using several resources, develop and carry out a project related to home, school, and community.

18. Use the FHA planning process to carry out a fund-raiser for the organization in your school.

19. Plan a theme party for children in one of the elementary school classes.

20. Formulate daily goals for a long-term project (i.e. 2 weeks). Fit these goals into the other demands on your time (homework, athletic events, chores at home, etc.). Write out how you will do this.

21. Plan and carry out a toy shower for a day care, Head Start, or social service agency.

22. Present mini-lessons on life skills to pre-school students (safety, dental care, nutritious snacks).

Suggested Resources:

FHA planning process

Lakeshore - for checking units

County Extension office - Money Management Packet/Consumerism

Local bank and other financial institutions

Attorney General (consumer fraud)

Employment Skills

KEY	•	*Goal setting*
I	•	*Personal Characteristics*
D		
E	•	*Work Habits*
A		
S	•	*Career Interests*

Learner Outcomes:

~Explore personality, values, interests, and future plans.

~Demonstrate skills needed to become a productive and responsible citizen in the workplace.

LEARNING ACTIVITIES:

1. Complete work habits rating scale (Vocational Education Journal, Sept. 1991)

2. Research one career of interest. Compare qualities needed by worker in this field with personal characteristics identified in activity #1. Write a report of what you learned.

3. Organize a service-learning project to benefit the community.

4. Project yourself 20 years into the future and write a letter to a former classmate explaining your different jobs and responsibilities during the 20 years.

5. Set personal short-term and long-term goals.

6. Relate student responsibilities (i.e., arriving for class each day prepared to learn by having a writing utensil, book, folder, notebook, assignment book, completed assignment, and being on time) to job related responsibilities.

7. Generate a list of personal work experiences.

   a. volunteer positions

   b. paid positions

8. Interview an adult about work experiences and why he/she chose that career.

   a. Identify adult work responsibilities.

   b. Identify what is important in getting along with co-workers.

   c. Identify skills needed to balance work demands with personal and family life.

9. Brainstorm career titles and relate to family and consumer sciences job opportunities. (Note: 1995 CHOICES program used by vocational counselors will generate a list of careers which relate to FCS.)

10. View a video on conflict resolution and relate key issues to work situations.

11. Prepare a salable item. Decide the cost and profit margin.

    a. Complete a preliminary survey to see if there is interest in the proposed product and determine what customers might be willing to pay.

    b. Prepare individual job assignments and tasks to make and sell the item.

    c. Prepare an organizational chart displaying job titles.

    d. Make item and sell.

    e. Evaluate the item in terms of cost/profit, consumer interest, etc.

12. Plan and implement a school store utilizing the following format:

    a. Brainstorm products to have in the store.

    b. Write, conduct, and tabulate the survey of items that customers would purchase.

    c. Using decision making process to determine the business name, store hours, cost of items, etc.

    d. Determine business positions needed, duties of each position, and how to put in a sequence rotation.

    e. Open and operate store for a specified period of time.

    f. Assess employment skills learned, how well group worked together, profit made.

Suggested Resources:

Applied Communication Modules

McFarland, W. P. (1992). Meeting of the minds. Vocational Education Journal, 67(5), 26-27, 46.

Technology

KEY	• *Definition*
I	• *Impact*
D	
E	• *High-Tech. Equipment*
A	
S	• *Future*
	• *Careers*

Learner Outcomes:

~Identify examples of technological advancements affecting home and family life.

~Analyze the impact of technology on work and home life.

~Identify the technological changes in our world over time.

LEARNING ACTIVITIES:

1. Collect newspaper or magazine articles about technology. In small groups, categorize articles into family and consumer sciences content areas along with a reason why the article was placed in that area. Summarize the similarities and differences in each category.

2. Brainstorm technologies used everyday.

   a. Categorize each one according to whether it meets a need or a want.

   b. In a written summary explain which items could be given up for a week.

3. Brainstorm about future technologies for home use that could impact family life. Create a display or a future timeline to illustrate your predictions.

4. Write a story about family life in the year 2050.

5. List current jobs that were created by technology.

   a. Interview an adult concerning technologies used in his/her job.

   b. Review the classified ads in a newspaper for jobs that use technology.

6. Create a technological timeline tracing major technological "breakthroughs" that affected home and family life. Begin with 3500 B.C. and the invention of the wheel!

7. Interview an adult about life before computers were commonplace (i.e. Is life better or easier because of computers? What are some tasks they performed that are now done on a computer?) Present interview results in class.

8. Survey the students and teachers in your school on their use of the following: VCR, video game player, fax machine, ATM machine, color TV, CD player, personal computer, tape recorder/player, cellular phone, microwave, calculator, and pager. Include other technologies common in your community. Be sure to ask how often each is used and why each is used.

    a. Report findings in school newspaper, parent letter, or school bulletin board.

    b. Identify the positive and negative aspects of a variety of personal technology products such as cellular phones, computers, microwaves, cars, toys, watches, etc.

9. Plan and conduct a technology "open house" demonstrating the use of technological equipment.

Suggested Resources:

Brochures from companies involved in technology development.

Access to World Wide Web to keep on top of current technology.

Community Service

KEY IDEAS

- *Volunteerism*
- *Citizenship*
- *Public Relations*

Learner Outcomes:

~Recognize characteristics of a responsible and productive citizen.

~Identify community organizations that provide service.

~Demonstrate public relations methods while publicizing service activities.

~Recognize personal rewards of volunteering for community projects.

~Develop and carry out a community service project based on a community need.

LEARNING ACTIVITIES:

1. List all services in your town that would not be possible without volunteers.

2. Create a resource packet of community programs /projects available to the citizens of the community.

3. Develop a list of characteristics common to responsible citizens.

4. Write a letter to an elected public official about a community issue or concern. Suggest solutions to the problem.

5. Use the FHA/HERO planning process to plan, carry out, and evaluate a community service project with different groups.

6. Develop two written public relations tools, such as newspaper or newsletter articles or brochures, to publicize a community service event.

7. Develop two visual public relations tools, such as posters, videotapes, or public service announcements to publicize a community service event.

8. Attend a service organization meeting. In class, discuss what you observed about citizenship responsibilities.

9. Interview community members active in service organizations.

    a. Find out their roles in that organization and their reasons for being involved.

Suggested Resources:

QUEST for adolescence

"Taking Charge" (by AHEA)

General Resources
Family and Consumer Sciences
Middle-Level Curriculum

American Home Economics Association. (1994). The education of early adolescents: Home economics in the middle school (Yearbook). Author.

Apacki, C. (1991). Energizers and other great cooperative activities for all ages. Granville, OH: Quest Internationals.

Bellance, J., & Fogarty, R. (1986). Catch them thinking: A handbook of classroom strategies. Palatine, IL: Skylight Publishing, Inc.

Burke, K. (1994). The mindful school: How to assess authentic learning. Palatine, IL: IRI/Skylight Publishing, Inc., 200 E. Wood Street, Suite 274, Palatine, Illinois 6006.7

Clayton, N. (1994). Young living (Text/Teacher Resource Kit). Blacklick, OH: Glencoe/McGraw-Hill.

D'Amico, J. & Drummond, K. E. (1995). The science chef. New York: John Wiley & Son's, Inc.

de Bono E. (1991). Six thinking hats for schools: 6-8 resource book. Logan, IA: Perfection Learning.

Dunn-Strohecker, M., & Tippett, D. (1992). You: Living, learning, and caring (Text/Teacher Resource Kit). South Holland, IL: Goodheart-Willcox.

Eggland, S., & Williams, J. (1993). Human relations at work. Cincinnati, OH: South-Western Publishing Co.

Extension Office. Money management package.

Fogarty, R. (1993). The mindful school: How to integrate the curricula. Palatine, IL: IRI/Skylight Publishing, Inc.

Forter, E. (1989). Energizers and icebreakers for all ages and stages. Minneapolis, MN: Educational Media Corporation.

Future Homemakers of America. (1995). STAR events manual. Reston, VA: Author.

Future Homemakers of America. (1994). Co-curricular guide for FHA/HERO chapters. Reston, VA: Author.

Future Homemakers of America. (1994). Guide for middle level FHA/HERO chapters. Reston, VA: Author.

Future Homemakers of America. (1994). Teacher educator's guide to FHA/HERO. Reston, VA: Author.

Future Homemakers of America. (1994). PR tool kit. Reston, VA: Author.

Future Homemakers of America. (1993). Financial fitness handbook. Reston, VA: Author.

Future Homemakers of America. (1991). FHA/HERO chapter handbook. Reston, VA: Author.

Future Homemakers of America. (1991). The power of one (workbook). Reston, VA: Author.

Future Homemakers of America. (1990). Student body handbok. Reston, VA: Author.

Future Homemakers of America. Public relations manual. Reston, VA: Author.

Future Homemakers of America. Step one (brochure). Reston, VA: Author.

Glover, D. & MiDura, D. (1992). Team building through physical challenges. Champaign, IL: Human Kinetics Book.

Grand Forks Chamber of Commerce. Career unit.

Halter, M., & Fierro Lang, B. (1994). Making choices: Life skills for adolescents. Santa Barbara, CA: Advocacy Press, PO Box 236, Santa Barbara, CA 93102-0236.

Hazouri, S., & McLaughlin, M. (1993). Warm ups & wind downs: 101 activities for moving and motivating groups. Minneapolis, MN: Educational Media Corporation.

How Do We Know They Know? Alternative Assessment in Home Economics. American Home Economics Association.

Kelly-Plate, J., & Eubanks, E. (1994). Today's teen (Text/Teacher Resource Kit). Blacklick, OH: Glencoe/McGraw-Hill. (Special sections on cooperative learning activities, extended learning, enrichment activities, foods lab mgt., technology and special needs)

Kenda, M., & Williams, P. S. (1990). Cooking wizardry for kids. Hauppauge, NY: Barron's Educational Series, Inc., 250 Wireless Boulevard, Hauppauge, NY 11788

Liddell, L. (1994). Building life skills (Text/Teacher Resource Kit). South Holland, IL: Goodheart-Willcox.

Mayo, P., & Waldo, P. (1986). Scripting: Social communications for adolescents. Eau Claire, WI: Thinking Publications, Division of McKinley Companies, Inc., 10 Platt Street, PO Box 163, Eau Claire, WI 54702-0163, 1-715-832-2488.

Messick, R. G., & Reynolds, K. E. (1992). Middle level curriculum in action. White Plains, NY: Longman Publishing Group, 10 Bank Street, White Plains, NY 10606.

Newstrom, J., & Scannell, E. (1980). Games trainers play. McGraw-Hill.

Nutrition Curriculum Activities Kit (1986). The Center For Applied Research in Education.

Painter, C. (1993). Workshop winners: Developing creative and dynamic workshops. Minneapolis, MN: Educational Media Corporation.

Parker, A. (1982). How to be a more creative person and teach it to your students or a manual of survival for the sensitive. Jack Erbe of Publishers Services, Canoga Park, CA.

Parks, S., & Black, H. (1990). Organizing thinking: Graphic organizers (Book II). Pacific Grove, CA: Critical Thinking Press & Software, P.O. Box 448, Pacific Grove, CA 93950-0448.

Peterson, P., & Rodacker, J. Exploring the dietary guidelines for Americans (resource guide). Bismarck, ND: State Board for Vocational and Technical Education.

Prathend, J., & Girvan, E. (1990). Personal development series (5 videos, worksheets, viewers guides). Charleston, WV: Cambridge Career Products, P.O. Box 2153, Charleston, WV 25328-2153, 1-800-468-4227.

Resources For Living (Text/Teacher Resource Kit). EMC Publishing, 300 York Avenue, St. Paul, MN 55101.

Rizzo Toner, P. (1993). Diet and nutrition activities: Unit 2. West Nyack, NY: The Center for Applied Research in Education, Professional Publishing.

Rizzo Toner, P. (1993). Relationships and communication activities: Unit 3. West Nyack, NY: The Center for Applied Research in Education, Professional Publishing.

Rizzo Toner, P. (1993). Sex education activities: Unit 4. West Nyack, NY: The Center for Applied Research in Education, Professional Publishing.

Scannell, E., & Newstrom, J. (1991). Still more games trainers play. New York: McGraw-Hill, Inc.

Scannell, E., & Newstrom, J. (1983). More games trainers play. New York: McGraw-Hill, Inc.

Strohecker, M. & Tippett, D. T. (1992). You, living, learning and caring. South Holland, IL: The Goodheart-Wilcox Company, Inc.

Swartz, R. J., & Parks, S. (1994). Infusing critical and creative thinking into content instruction: A lesson design handbook for the elementary grades. Pacific Grove, CA: Critical Thinking Press & Softwar, P.O. Box 448, Pacific Grove, CA 93950-0448.

Walters, J., & Hamilton L. (1992). Integrating environmental education into the curriculum . . . painlessly. Bloomington, IN: National Education Service.

SAMPLE LESSON PLANS

Introduction

Following are several examples of lesson plans from several thematic areas of the curriculum. Some areas may be developed in more depth than others. The sample plans illustrate how a teacher may develop lessons from the learning activities listed in each area. These may be used as given or adapted to fit the needs and concerns of your students.

Sample Lesson

Topic Area: Communication and Relationship Skills

Key Idea: Relationships

Student Outcome(s): Formulate positive self-esteem and healthy relationships with family and friends.

Lesson Objective: Articulate similarities and differences between and among friends, best friends, and acquaintances.

Sequence of Learning Activities:

1. Develop definitions (including characteristics) for these terms: friend, best friend, and acquaintance.

2. In cooperative learning groups, brainstorm and use a circle diagram to compare and contrast best friend, friend, and acquaintance, listing differences and similarities. See example below.

3. After looking at circle diagrams and discussing the brainstorming session, write out group definitions of each term listed in #1 above.

4. Each group shares circle diagram and written definitions with the class.

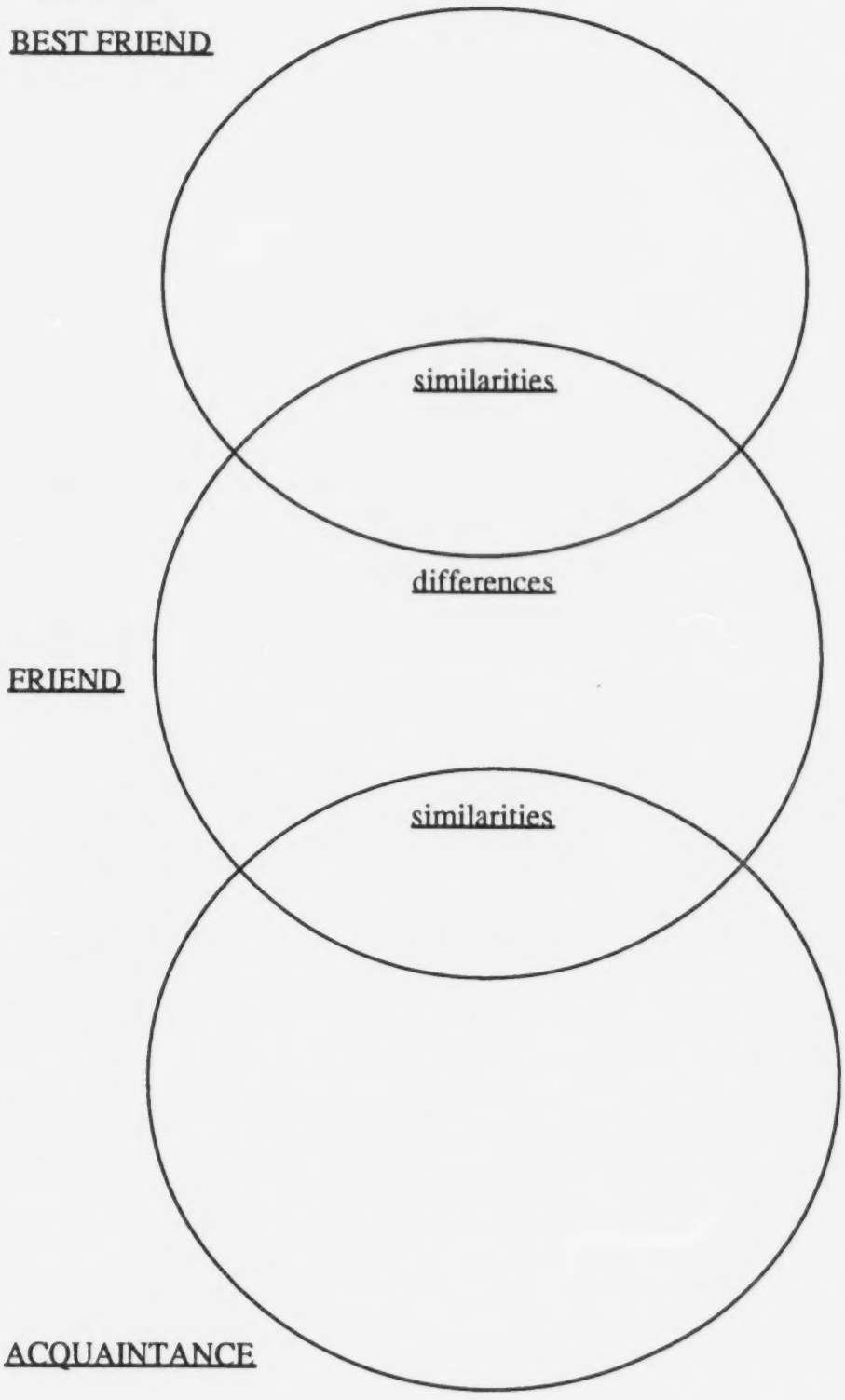
Assessment of Learning:

Students' circle diagrams and definitions.

Students' assessment of how their group worked together.

Media/Materials Needed:

Blank transparencies
Large sheets of paper
Tape
Markers


BEST FRIEND
similarities
differences
FRIEND
similarities
ACQUAINTANCE

Sample Lesson

Topic Area: Decision-Making

Key Idea: Actual use of decision making plan

Student Outcome(s):

1. Demonstrate the ability to effectively make decisions.

2. Identify and use steps in the decision making process.

Sequence of Learning Activities:

1. Review the decision-making process ladder and give a short explanation of what each step is about (Transparency A).

2. Go through the decision process of what to wear to school today with the whole class (Transparency B).

3. Assign, either in groups of 2 or individually, brainstorming of ideas for decisions and implementing the decision-making process. Give some examples such as (Transparency C):
   - Need costume for Halloween party
   - Go out for sport, i.e. football, basketball
   - Buying a car
   - Going to college
   - Going to a party
   - Whether to smoke, drink, or do drugs
   - Get a job
   - Quit a job

4. Choose a problem/issue in need of a decision this week. Using the process, write out thoughts and answer the following questions:

   a. Did writing out steps of the process change your decision? Why or why not?

   b. Do you believe this is a good process to following when making decisions? Why or why not?

Assessment of Learning:

Students will be able to identify a problem and follow through the decision-making process on their own, and they will write out their thought processes in a coherent manner.

Media/Materials Needed:

Transparencies A - B - C

Overhead projector

Markers

References:

Creative Living - Glencoe Publishing

Skills for Living - Goodheart & Wilcox Inc.

Teen Living - Prentice Hall, Inc.

Transparency A

Decision-Making Process

Step 5
Evaluate Decision

Step 4
Make a Decision

Step 3
Consider Alternatives
(pros and cons)

Step 2
Identify Alternatives

Step 1
Identify Problem/Issue

Transparency B

Decision-Making Process

Step 1
Identify Problem

Should I wear a sweatshirt or a T-shirt to school today when it is -22° outside?

Step 2
Identify Alternatives

1. Wear the sweatshirt
2. Wear the T-shirt
3. Wear neither - choose something else

Step 3
Consider Alternatives (pros and cons)

	Pro	Con
1.	Sweatshirt is warm	T-shirt is not
2.	Better protection if bus stalls	T-shirt not warm if bus stalls
3.	T-shirt is more "In"	Sweatshirt not "cool"

Step 4
Make a Decision

Wear sweatshirt and be warm even if it is not real cool.

Step 5
Evaluate Decision

That night--made the right decision. School was cold as a compressor was out in the math & science room--sweatshirt felt good.

Transparency C

Decision-Making Process

Step 1
Identify Problem

Step 2
Identify Alternatives

Step 3
Consider Alternatives
(pros and cons)

Step 4
Make a Decision

Step 5
Evaluate Decision

Sample Lesson

Topic Area: Personal Health Issues

Key Idea: Nutrition and dietary guidelines for adolescents

Student Outcome(s): The learner will identify and analyze knowledge needed to manage nutrition choices when selecting fast foods.

Sequence of Learning Activities:

1. Class discussion on hazards of obesity and how to be heart-healthy. Because 1/3 of many adolescent's meals are eaten away from home--a significant number of these are fast foods. A typical fast food meal can be loaded with fat. Review that adolescents need only about 50 grams of fat daily. A single fast food meal may far exceed that amount.

2. Review handouts on fast food choices. Explain conversion of fat grams into teaspoons (4 grams of fat equal one teaspoon). Students will assist teacher in demonstration of the "Lard Lesson."

1/4 lb. hamburger w/cheese	33g fat = 8 tsp. fat
large French fries	25g fat = 6 tsp. fat
Coke	0g fat = 0 tsp. fat

   Use butter-flavor shortening to illustrate fat. Have students help measure out fat onto a paper plate. This visual helps them understand how much fat can be hidden in foods. The use of fat test tubes can complement this "Lard Lesson."

3. Assign cooperative learning groups of 4 each the following roles: One--materials person, two--math and calculations, three--demonstration, four--facilitator. One and two will be the speakers during the presentation. Three and four will work on the poster.

4. Groups are assigned to choose a fast food restaurant and to create a "heavy weight" meal or a "lite bite" meal. They are to select fast foods one might typically eat. Groups will identify the fat content by using fast food handouts, resource handbooks, and/or a computer program. They will calculate the fat grams and convert to teaspoons to present for classmates. Groups will create a poster with their

menu and amount of fat listed. They are encouraged to add graphics to their visual and make it colorful.

Groups will work together to prepare their presentation following their assigned roles. The next day they will present their menu and demonstrate their findings. Questions will be encouraged.

Assessment of Learning:

Each group of learners will complete a cooperative project processing sheet. The teacher will evaluate each group with a rubric on cooperation (see the Assessment section of this curriculum). Students will take a test at the end of the nutrition unit and could present their lessons to other students. The posters could be used to inform the entire school about fat.

Media/Materials Needed:

Fast food handouts
Vegetable shortening, paper plates, measuring spoons
Tagboard, markers, and video camera (optional).

References:

Wheat Foods Council, 5500 S. Quebec, Suite 111, Englewood, CO. 80111. (303) 694-5828.

National Livestock and Meat Board.

Teen Guide, 1994, Glencoe Publishing.

Food Processor II, ESHA Research, P O Box 13028, Salem, Oregon, 97309. (503) 585-6242.

The Center for Applied Research in Education, West Nyack, New York, 10995.

Sample Lesson

Topic Area: Family Issues

Key Idea: Characteristics of Families

Student Outcome(s):

1. Identify similarities and differences among families from generation to generation and from one culture to another.

2. Identify characteristics of a family which provide a healthy environment for growth.

Sequence of Learning Activities:

1. Listen to the song, "Tradition" from "Fiddler on the Roof." Discuss what is meant by "tradition" and why traditions are important in personal, family, and community life.

2. Identify traditions that exist in the school (such as Homecoming, school song, colors, team name, Parents' Night, etc.), in the community, and within one's own family. Investigate how some of these traditions began and why they are still observed.

3. Have class members research and share some traditions which are unfamiliar to students. These might include traditions connected to a particular ethnic background or religion. Invite a resource person, such as an exchange student, to share traditions with the class.

4. As a class, develop an "Interviewer's Guide", a list of questions to ask when interviewing someone about traditions. Practice conducting interviews in class prior to conducting real interviews.

5. Individually select one area of tradition (birthday observances, Christmas, etc.) to focus on. Interview someone from parents' generation and someone from grandparents' generation about this tradition in their lives.

6. Share information about interviews with the class by means of a bulletin board, oral report, video, or other means.

Assessment of Learning:

1. As a class, summarize what was learned by developing a bulletin board or display in a public area, or by writing an article for the department, school, or community newsletter or newspaper.

2. For interested students who are FHA/HERO members, expand the information from this activity into an Illustrated Talk for STAR Events competition. Present the talk first for classmates who will evaluate, using the STAR Events rating sheet.

Media/Materials Needed:

Recording of the Musical "Fiddler on the Roof"

Guidelines and Rating Sheet for Illustrated Talk

Interviewer's Guide (to be developed by students)

References:

Future Homemakers of America, Inc. Star Events Manual, Draft 1994-95.

Sample Lesson

Topic Area: Family Issues

Key Idea: Responsibility of family

Student Outcome(s):

Identify characteristics for community or family safety

Sequence of Learning Activities:

1. Invite an EMT, First Responder, or other emergency personnel to speak to class on what information and preparation each family should make for emergency situations. An emergency system telephone operator, for example, could speak specifically about the kinds of information he/she needs when someone makes an emergency call.

2. From the speaker's information, develop an "Are You Ready for Emergencies" list. You may decide to divide the information into categories, such as: emergency phone numbers, information to place by the telephone, emergency materials to have on hand, and emergency skills to develop.

3. Develop a form which could be placed by the telephone to provide needed information in an emergency situation. Complete the form for your own home and post it. (Remember that the person using the information might be someone other than a family member, so be sure to include even the "obvious" information, such as family name.)

4. With one's parents or guardians, instruct younger siblings on how to use the emergency information. (NOTE: with the prevalence of emergency-type TV shows, many people assume that dialing 911 will reach an emergency operator. If your community is not part of a 911 system, be sure that everyone knows this and knows what the correct number is.)

5. Survey students in the class and the school to identify how many homes have emergency information posted.

6. As a community service project, develop a plan for encouraging others to place emergency information in their homes. Provide the forms so that all will have the same information.

7. Develop a play on how to use the emergency telephone information. Present the play to elementary students or others.

Assessment of Learning:

1. Develop a form to use that contains emergency information.

2. Create a play for elementary students on emergency telephone information.

Media/Materials Needed:

Emergency information materials provided by EMT/emergency personnel

Extension bulletins on handling home emergencies

Sample Lesson

Topic Area: Family Issues

Key Idea: Responsibilities of family

Student Outcome(s):

1. Recognize roles and responsibilities of family members.
2. Identify and demonstrate skills and attitudes that support family life.
3. Identify skills that contribute to employability. (Reference employment skills section.)

Sequence of Learning Activities:

1. Working in groups, recall times when you or your siblings have had a caregiver, or when you have provided care for younger children. List the characteristics your caregivers had, or the qualities parents expected when you cared for their children. Compare lists and develop a common list of qualities you believe caregivers need.
2. As a class, develop a survey form to find out what parents look for in a caregiver and why they feel each characteristic is important. Include questions that will show whether the needs differ for children of different ages, or for the length of time the child(ren) will be cared for.
3. Individually survey at least one parent you know.
4. As a class, develop a list of caregiver qualities from the survey. Compare the parent list to the one developed by students. What are the similarities and differences? Were you surprised by any of the items on the parent list? Why?
5. Take the completed list of caregiver qualities back to the parent(s) you interviewed. Ask them to prioritize the qualities.

6. Revise the list of caregiver qualities developed in #4 to show items in order from highest priority quality to lowest.

7. Develop a self-evaluation form students can use to assess how well they meet the qualities parents want in a caregiver.

8. From the self-evaluation results, develop individual Power of One projects in the areas of "A Better You" or "Working on Working."

9. Ask the vocational counselor to speak to the class about how the skills needed by caregivers relate to skills needed in other fields of employment (transferability of skills).

10. Write a news article summarizing what was learned.

11. Develop a brochure directed toward students in grades 5-7.

12. Each student will select materials and information from this project to include in his/her student portfolio. Write a paragraph describing what was learned and another to explain why these items were selected for inclusion in the portfolio.

Assessment of Learning:

1. Completed news articled for publication.

2. Group evaluations of team work.

3. Teacher evaluation of teamwork using rubric.

Media/Materials Needed:

Chalkboard or flip paper
Computer

References:

Future Homemakers of America, Inc. Power of One

Sample Lesson

Topic Area: Resource Management

Key Ideas: Resources
Organizational Skills

Student Outcome(s):

1. Identify resources available to individuals and families in your community.

2. Demonstrate responsible organizational skills at home, school, and in community.

Sequence of Learning Activities:

1. Tour a community food pantry. In small groups, identify the current resources and the urgent needs. List different service activities that could be completed for this agency.

2. Listen to a guest speaker from Social Services or agency supporting the food pantry.

3. Organize food donations for the local pantry. Students are responsible for advertising, collection, dates, etc.

4. Work with athletic department to have a non-perishable item become admission or partial admission to a basketball game, or with the music/drama department for a concert or play.

Assessment of Learning:

Write a follow-up article in the newsletter to inform about food resource services in the community.

Sample Lesson

Topic Area: Employment Skills

Key Idea: Work habits

Student Outcome(s): Demonstrate skills needed to become a productive and responsible citizen in the workplace.

Sequence of Learning Activities:

1. Set up a student-operated store. Brainstorm ideas of products to sell. Complete in small groups the handout "Items to Sell." Each group decides on one best idea and presents it to the class.

2. Develop a survey based on information from #1 with questions to determine which business products are most wanted by the respondents.

3. After the surveys are collected and responses tabulated, students determine the "hot" item(s). Using the handout "Innovative Ideas for Business," they would brainstorm ideas for a business name, slogan, products, etc.

4. From information in #3, a name is selected. Groups of students used in #1 would be responsible for advertising and marketing their products. Each group would develop their own advertising campaign.

5. Students must then determine what responsibilities will ensure that the business becomes a success. They must determine store hours, cost of product(s), etc. NOTE: these should be evident through the survey responses.

6. Managers and assistant managers are selected based on each positions' responsibilities. Each member of the class should have a responsibility. Positions could be changed weekly, bi-monthly, or monthly, based on the length of time the business is in operation, to give each student an opportunity to experience a variety of positions.

Assessment of Learning:

1. Discussion on the store operation, how well group members worked together, changes that might need to take place, etc.
2. Journals entries of their experiences as manager or assistant manager.
3. Teamwork rubric used by group members and teacher.
4. Calculation of profit/loss.

Media/Materials Needed:

Handouts

References:

Reach for the Stars, No. 5, Design a Business. Janis P. Meek. 1993

Handout

ITEMS TO SELL

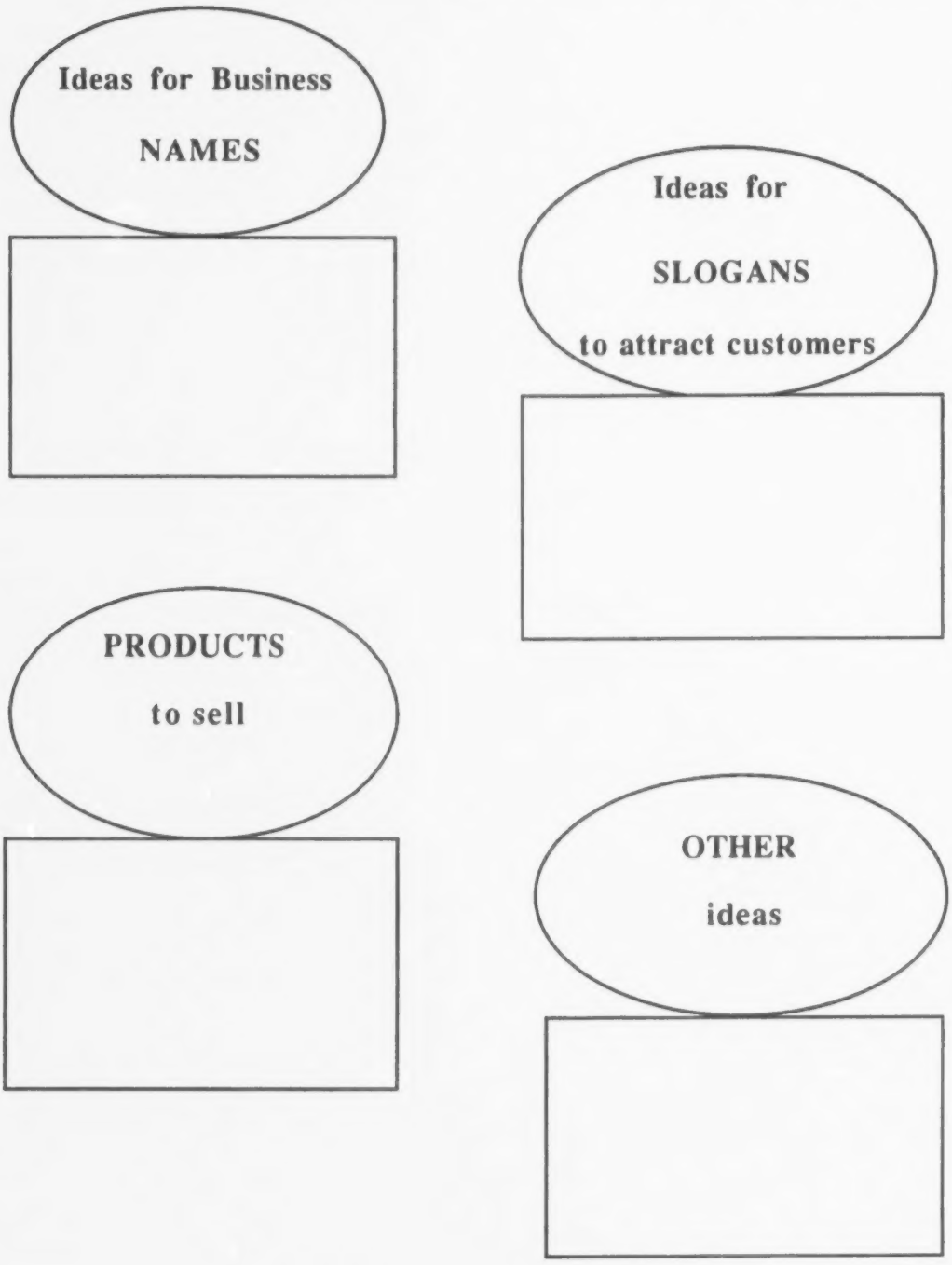
Ideas	Good Points	Bad Points

Best Idea is_____

Why?

Handout

INNOVATIVE IDEAS FOR BUSINESS



Sample Lesson

Topic Area: Technology

Key Idea: Impact of technology timeline

Student Outcome(s): Give examples of new technological advancements affecting home and family life.

Sequence of Learning Activities:

1. Have a variety of household items that are used that are considered "high" tech. Examples: microwave ovens, cordless can opener, toaster oven, food processor, baby monitor, cellular phone, etc. (Have enough for each student to work individually OR, if classes are large, enough items to work in pairs or small groups.) Introduce the lesson with a discussion of each item and how it is used.

2. Students will select an item to research. The paper should include what was used before we had this item and predict what will take its happen in the future relative to the item. Students will create a timeline that shows the history of the item, the item at its present day use, and future predictions of what will take its place.

Assessment of Learning:

1. Written report of researched item.

2. Oral presentation.

Media/Materials Needed:

A variety of high-tech household items
Large sheets of paper (for time lines)
Markers

References:

Technology and Our World....Knight-Ridder Productions. 1994.
FHA/HERO STAR Events: Illustrated Talk

Sample Lesson

Topic Area: Community Service

Key Idea: Volunteerism

Student Outcome(s):

1. Students will experience empowerment to correct or lessen the effects of a community concern.

2. Students will tap local resources to accomplish a community service goal.

Sequence of Learning Activities:

1. Invite a group of community leaders/organization chairpersons to share the concerns of their organizations. (The teacher or one of the participants should serve as the panel moderator. If community members are unavailable, provide a variety of newspapers from the area.)

2. Post (and number) the community concerns as they are identified by panel members. (Or as identified in the newspapers)

3. Add concerns of class members.

4. Provide discussion time, if necessary, to clarify questions regarding the list.

5. Give each community member and class member three index cards. Have them write their top three concerns, one on each card.

6. Students will collect and sort the cards. The three concern(s) with the most cards will be designated the most important community concerns.

7. Distribute one more index card per person, asking each community member and student to vote for the listing of greatest concern to them.

8. Retabulate the results to determine the community concern for which the students will develop an improvement project.

9. Develop and carry out a plan to address the concern.

Assessment of Learning:

1. Following the project, invite the panel of community service members to review the project plan, including the results, and provide feedback.

2. Each class member will write a paragraph on their personal gain from the project.

Media/Materials Needed:

Community members
Whiteboard/chalkboard
Markers, pens, or pencils
Index cards
Local newspapers

References:

FHA/HERO Public Relations Manual

Sample Lesson

Topic Area: Community service

Key Idea: Volunteerism

Student Outcome: Develop and carry out a community service project based on a community need.

Sequence of Learning Activities:

1. Schedule a short presentation by a social services representative/ homeless shelter coordinator/abused adult program coordinator to present information to the class regarding the lifestyle and needs of their clients. The presenter will need to explain to the students the resources currently available to their clients.

2. Students will identify a need of one of the groups and develop a project to meet the needs of the clients. Examples: homeless people may rely on public restrooms or restrooms of local businesses to meet their personal cleanliness needs. What types of items would most benefit the individuals involved? (disposable shaver, bar soap, tissues, etc.)

   Persons receiving food stamps may have their nutritional needs met, but are lacking such items as paper towels, personal feminine products, makeup, shampoo, etc. What types of items would most benefit the individuals involved? (toothpaste, shampoo, sanitary napkins, mouthwash, etc.)

3. Students will identify care items for the intended clients and prepare personal care kits for men, women, and children drawing upon community resources. Self-sealing bags may be solicited from the local grocer, toothpaste samples may be provided by a major corporation, discarded makeup samples may be provided by local makeup dealers, local beauticians/barbers may donate gift certificates for haircuts, etc. Each bag would contain information concerning the donors of the kit (the class) and the providers of the individual items.

4. As follow up, have the original presenter report reactions by clients.

Assessment of Learning:

Students write reaction paper by listing 10 things--"I learned that..."

Media/Materials Needed:

Containers or bags
Assorted toiletries
Paper for inserts
Stationary and/or
Telephone to contact donors.

References:

The Adviser, Fall 1993, Future Homemakers of America, Inc., the food stamp guidelines, etc.

ASSESSMENT SECTION

Introduction

Education professionals in the 1990s critically examined how student learning and achievement was being measured by teachers and by students. In the past, teachers have relied on tests (norm- and criterion-referenced), quizzes, and homework assignments when determining student learning and assigning grades. Most of these items were self-designed by teachers to enable them to determine exactly what their students knew about a given topic in the curriculum. These instruments were never intended to aid teachers in determining if a student could perform a particular process, complete a project/product to a given standard, or solve real life problems. Tests, quizzes, and homework assignments, when constructed correctly, do provide data for teachers on what their students know and remember about certain topics. But that is only one piece of evidence of student learning related to outcomes. Student involvement in determining their achievement and learning has, until recently, been very limited.

As we move middle-level family and consumer sciences programs toward an activity-based curricula, it is time to examine some different methods that could be used in assessing our students' progress toward achieving the learning outcomes and ultimately determining their grades.

The learning tasks in this middle-level family and consumer sciences curriculum include many activities, projects, and products for which a test, norm- or criterion-referenced, would not provide a teacher with an accurate picture as to whether the students knew or could perform certain learning tasks or create products/projects to a given standard.

For years, measurement and evaluation experts have encouraged classroom teachers to collect as much information on what students are learning in order to provide a more accurate picture of student learning. Teachers were encouraged to try different ways of examining student learning. But the reliance on tests, quizzes, and homework assignments continued for many teachers. In fact, teachers became quite adept at constructing test items that measured the learning outcomes of their classes. New ways of examining student learning were discussed, but teachers were given neither examples to follow nor instruction on how to develop alternative assessment devices. This limited the number of teachers willing to try the new devices.

Any time a teacher begins to look at alternative assessment devices, it is important to keep in mind the intended student learning outcomes, the instructional methods used in and out of the classroom, and the expectations that students are to meet. All of these must be considered in relation to each other when a teacher determines the most appropriate assessment

instrument. If knowledge or comprehension is the expected learning outcome, a test or quiz may be the most appropriate instrument to choose. If a process is being learned or a product produced, then teachers may need to create and use a different type of assessment. The latter deals with real life activities and some authors have labeled this authentic assessment, which means examining the learning that has occurred from real life activities.

For the purpose of this middle school curriculum, assessment is defined as "the process of gathering information about students--what they know and can do" (Hart, 1994, p. 1). This will result in a real shift in how students are graded and what is used to determine a grade.

Most teachers have taken courses in writing and designing test items and, as stated earlier, have become quite good at writing good test items. There are many excellent references on this subject, and a list of resources on this topic is provided at the end of this section for those teacher who would like to learn more about this topic or as a review.

Authentic assessment is very different. It includes the use of rubrics to measure student learning outcomes. Many teachers have used rubrics in the past but know them by other names such as score cards, checklists, and rating scales. Each of these devices, now called rubrics, needs to be created around specified standards that take into account the intended

learning outcomes, expectations students are to achieve, and instructional methods. Numerous resources on effective rubric development are included in the resource list at the end of this section.

Several rubrics are included for use with the activities developed in this curriculum. The rubrics are presented in a generic form so that classroom teachers can adapt them to fit their students, curricula, and expectations. One important thing to remember when using the rubrics is that students are to be given the rubrics at the beginning of instruction. This will allow students to focus their efforts on learning and on improving the quality of the final project/product. In fact, many students are more motivated toward the completion of learning tasks when provided with rubrics. As students become familiar with using rubrics along with their teachers, the development of specific rubrics for use in examining student learning outcomes can become a joint developmental process. The insights students provide regarding the criteria to be evaluated is remarkable and provides new insights for the teacher regarding teaching and learning.

Portfolio assessment is another method many schools are implementing as one more attempt to provide more concrete documentation of student learning, growth, and development over a period of time. Portfolio contents are determined mutually by the student and the teacher in most cases. Portfolios should not be limited to a collection of

written essays or completed art projects. Rather, portfolios should contain a collection of pieces of evidence selected by the student, with teacher guidance, that show evidence of learning. The pieces of evidence are limited only by the student's imagination and could include: videotapes, audiotapes, computer disks with original creations, products, projects, etc. A key element of the portfolio is the reflective piece written by the student in which students themselves critically examine their work over the past year.

Assessment of student learning outcomes is a complicated process, and this brief narrative only begins to touch the surface of the changes and innovations in that area. Assessment of student learning is one of the hardest tasks for many teachers, but with some of the recent changes in how we approach this topic, teachers are finding that it is becoming much more manageable.

As you begin to use this family and consumer sciences middle-level curriculum, begin to go beyond the use of traditional methods of student assessment. Take the generic rubrics, add in the expectations and criteria for your classes based on instructional methods and student learning outcomes, and use them with your students. We believe that you will be pleasantly surprised when you observe the learning that is taking place for both you and your students. If you develop a different type of rubric you

would like to share with your fellow teachers, please forward it to the authors for inclusion in later editions of this curriculum and on the World Wide Web.

References

Airasian, P.W. (1996). Assessment in the classroom. New York: McGraw-Hill.

Airasian, P.W. (1994). Classroom assessment. New York: McGraw-Hill. Angelo, T. A. & Cross, K. P. (1993). Classroom assessment techniques. San Francisco: Jossey-Bass.

Farr, R. & Tone, B. (1994). Portfolio and performance assessment. Fort Worth, TX: Harcourt Brace College Publishers.

Gronlund, N. E. (1993). How to make achievement tests and asessments (5th. ed.). Boston: Allyn & Bacon.

Hanna, G. S. (1993). Better teaching through better measurement. Fort Worth, TX: Harcourt Brace Jovanovich College Publishers.

Hart, D. (1994). Authentic assessment: A handbook for educators. Menlo Park, CA: Addison-Wesley Publishing Company.

Herman, J. L., Aschbacher, P. R., & Winters, L. (1992). A practical guide to alternative assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

Kubiszyn, T. & Borich, G. (1993). Educational testing and measurement. New York: Harper Collins College Publishers.

Linn, R. E. & Gronlund, N. E. (1995). Measurement and assessment in teaching (7th. ed.). Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.

Lowe, V. & Howell, L. (1994). How do we know they know? Alternative assessment in home economics. Gainesville, VA: Home Economics Education Association.

Marzano, R. J., Pickering, D. & McTighe, J. (1993). Assessing student outcomes: Performance assessment using the dimensions of learning model. Alexandria, VA: Association for Supervision and Curriculum Development.

Nitko, A. J. (1996). Educational assessment of students (2nd. ed.). Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.

Oosterhof, A. (1996). Developing and using classroom assessments. Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.

Oosterhof, A. (1994). Classroom applications of educational measurement (2nd. ed.). New York: Merrill, an imprint of Prentice Hall.

Payne, D. A. (1992). Measuring and evaluating educational outcomes. New York: Merrill, an imprint of Prentice Hall.

Popham, W. J. (1995). Classroom assessment: What teachers need to know. Boston: Allyn & Bacon.

Ryan, C. D. (1994). Authentic assessment. Westminster, CA: Teacher Created Materials, Inc.

Seldin, P. (1993). Successful use of teaching portfolios. Boston: Anker Publishing Company, Inc.

Stiggins, R. J. (1994). Student-centered classroom assessment. New York: Merrill, an imprint of Macmillan College Publishing.

COOPERATIVE GROUP SKILL MATRIX

Standard/Skill	Cooperative Group Project
Highest Level (4)	The group exceeded the expectations of the assignment.
Proficient Level (3)	Students focused on their assigned tasks and completed them on time with accuracy. Students were respectful of other's ideas and participated in a positive manner. Students reached consensus through a democratic process.
Emerging Level (2)	Students cooperate generally as well as described in 3, but have difficulty focusing on their assigned tasks, and tasks are not completed on time.
Beginning Level (1)	Students cooperate generally as well as described in 2, but in addition lack respect and have difficulty reaching consensus.

LEARNING GROUP ASSESSMENT

NAMES OF GROUP MEMBERS:

_____

_____

_____

TITLE OF PROJECT:

_____

1. What did each group member contribute to the project? Be specific about the tasks you each completed, and use names to identify specific contributions.

2. What did you learn or accomplish working as a group that you may not have if you had worked alone?

3. What type of problems did you encounter working as a group (include the social skills and group process), and how did you work them out (if you did)?

4. What strengths did each group member have that helped the group in completing the project?

5. What would you do differently as a group to make your next learning group function even better?

COOPERATION CHECKLIST

Using the scale below, rate each group on the listed items.

3 = Very Evident
2 = Evident
1 = Somewhat Evident
0 = Not Evident

_____ Group members used quiet voices.

_____ Group members arranged themselves in a productive pattern.

_____ Group members took turns giving input and ideas.

_____ Group members asked each other for input.

_____ Group members were respectful of each others' ideas.

_____ Group members could reach consensus using a democratic process.

_____ Group members focused on each other and the assigned task.

_____ Total Points Earned by Group

Comments:

Grading Scale:
19-21 points = A
17-18 points = B
15-16 points = C
13-14 points = D
12 or below = Not Yet

MIDDLE SCHOOL FAMILY & CONSUMER PROJECT

Guidelines for projects:

1. Students are given some choices on the projects.
2. Students are provided opportunities to engage in higher-order thinking.
3. Specific criteria for assignment are developed by the students and the teacher. Examples: timeliness, originality, evidence of understanding, organization, etc.
4. Due dates are listed.
5. Students have a chance to share their work with others.
6. Students have an opportunity for self-evaluation.

EXAMPLE SCORING RUBRIC

Project_____

1. Criterion:

_____1_____2_____3_____4_____5_____

2. Criterion:

_____1_____2_____3_____4_____5_____

3. Criterion:

_____1_____2_____3_____4_____5_____

4. Criterion:

_____1_____2_____3_____4_____5_____

5. Criterion:

_____1_____2_____3_____4_____5_____

Grading Scale:

22-25 points = A
18-21 points = B
13-17 points = C
8-12 points = D
7 or below = Not Yet

Individual or Group Grade_____

Comments:

FOODS LAB

Kitchen #_____ Item(s) Prepared:_____

Lab Group Members: _____ _____
_____ _____ _____

Directions: Rate the group according to the scale listed below.

3 = Above Average (followed directions)
2 = Average (followed most of the directions)
1 = Below Average (followed some of the directions)
0 = Did not follow directions

_____ 1. Tied back hair, washed hands, put on aprons.

_____ 2. Assembled necessary equipment to prepare food.

_____ 3. Assembled supplies to prepare food.

_____ 4. Took necessary steps of turning on oven or range, preparing food, and cooking utensils.

_____ 5. Prepared item(s) following directions given on recipe.

_____ 6. Served food according to directions given.

_____ 7. Used appropriate manners for consuming food prepared in class.

_____ 8. Followed clean-up procedures according to directions given for a lab procedure.

_____ Total Points

Grading Scale:
22-24 points = A
19-21 points = B
16-18 points = C
13-15 points = D
12 or below = Not Yet

Comments:

ORAL AND VISUAL PRESENTATIONS

4= An **excellent** performance
- -includes an opening statement, supporting facts, and a conclusion
- -presents information clearly
- -organizes content and ideas in a logical way
- -uses emphasis, eye contact, rate, and tone of voice
- -meets or exceeds all requirements of the presentation

3= A **good** performance
- -includes an opening statement, some supporting facts, and a conclusion
- -presents information clearly
- -organizes content and ideas in a logical way
- -meets all requirements of the presentation

2= A **fair** performance
- -includes an opening statement, some supporting facts, and a conclusion
- -presents information in an understandable way
- -shows some organization of content and ideas
- -meets most of requirements of the presentation

1= A **poor** performance
- -does not have an opening statement or a conclusion
- -presents information in an unorganized or confused way
- -does not include details to support ideas or content
- -does not meet the requirements of the presentation

ORAL PRESENTATION RUBRIC

Directions: Check the level attained under each criterion.

CONTENT:

_____ Mastered (10 points)
-clear purpose/central idea, idea fully developed, details add interest, suited to audience

_____ Developing (5 points)
-clear purpose, central idea, idea partially developed

_____ Needs Reinforcement (3 points)
-clear purpose/central idea

ORGANIZATION:

_____ Mastered (10 points)
-smooth, flowing presentation, sequenced effectively, cohesive "story"

_____ Developing (5 points)
-sequenced effectively, cohesive "story"

_____ Needs Reinforcement (3 points)
-cohesive "story"

MECHANICS:

_____ Mastered (10 points)
-spoke clearly, good eye contact, good use of visuals

_____ Developing (5 points)
-spoke clearly, good eye contact

_____ Needs Reinforcement (3 points)
-spoke clearly

_____ Total Points

Comments:

Grading Scale:
27-30 points = A
24-26 points = B
21-23 points = C
18-20 points = D
17 or below = Not Yet

WRITING ASSIGNMENT SCORECARD

Directions: Rate your project in the "self" column below for each of the items.

	*****ASSESSMENT POINTS*****		
	Points Possible	Earned Assessment	
		Self	Teacher
1. Attention-getting introduction			
2. No mistakes in spelling, usage, and mechanics; no typographical mistakes			
3. Shows understanding of terminology by use of appropriate vocabulary			
4. Strong thinking skills evident			
5. Well-organized and focused with effective transitions for smooth flow from one idea to the next			
6. References, if needed, are correctly documented			
7. Visuals, if needed, support the writing			
8. Neat and presentable			
9. Completed on time; dated			
Totals:			

Comments:

Grading scale established after determining possible points.

PRODUCT RUBRIC

Directions: Rate your product in the "self" column below for each of the items.

		*****ASSESSMENT POINTS*****		
		Points Possible	Earned Assessment	
			Self	Teacher
1.	Accuracy of information			
2.	Neatness/appearance			
3.	Grammatically correct			
4.	Creativity			
5.	Timely			
6.	In by due date			
7.	Followed directions			
	Totals:			

Comments:

Grading scale established after determining possible points.

World Wide Web

During the past year, the number of home pages on the World Wide Web has grown exponentially. Many sites only remain accessible for a short time, while others are available all of the time. As family and consumer sciences educators, it is critical to use the latest information available in preparing for our classes so that our student do receive the latest and most up-to-date information. As with print publications, teachers must examine the source(s) of the information. Many of the sites on the Web may contain questionable information that as educators you will need to critically examine.

The Web sites listed below are limited in scope and contain sites considered to have reliable and accurate information. At the time these sites were accessed, none were a commercial companies selling a product or service. They were all information or data sites. All sites were accessed during May and June, 1996. Remember that by the time you try to access the site, it may no longer exist or the address may change.

We hope that you find these sites useful in planning your lessons for students or for your students to access information for projects and reports. If you find additional sites you would like to see added to this listing, you can electronically mail them to <jackman@plains.nodak.edu>.

Remember when using these sites to type the site address **exactly as it appears** (many sites have case-sensitive letters). **Dr. Diane Jackman's Home Page: http://www.ndsu.nodak.edu/~jackman/index2.html.

Selected Education Resources:

* Information List for Teachers
  http://www.electriciti.com/~rlakin/

* Education Virtual Library
  http://www.csu.edu.au/education/all.html

* Clearinghouse for Subject Oriented Internet Guides
  http://www.lib.umich.edu/chhome.html

* Special Internet Connections
  http://www.uwm.edu/Mirror/inet.services.html

* Teacher Talk
  http://educate.educ.indiana.edu/cas/tt/tthmpg.html

* Resources for Diveristy
  http://www.nova.edu/Inter-Links/diversity.html

* Attention Deficit Disorder - ADD Archive
  http://www.seas.upenn.edu/~mengwong/add/

* Online Educator
  http://ole.net/ole/

* Doty's Education Page
  http://www.netaxs.com/people/rdoty/

* Ask ERIC
  http://ericir.syr.edu/

* KIDLink
  http://www.kidlink.org/

Selected Family and Consumer Sciences Subject Area Resources:

* Center for Adolescent Studies
  http://educate.educ.indiana.edu/cas/cashmpg.html

* Adolescence Directory ON Line (ADOL)
  http://education.indiana.edu/cas/adol/adol.html

* Lifelines Nutrition and Fitness Links
  http://www.lifelines.com/ntnlnk.html

* Food and Nutrition Information Center
  http://www.nalusda.gov/fnic/

* Ask the Dietitian
  http://www.noptechno.com/rdindex.htm

* Food Safety and Nutrition Information
  http://ificinfo.health.org/fdsninfo.htm

* Furniture Design
  http://homearts.com/pm/shoptalk/04furnfl.htm

* NDSU Extension Service
  http://ndsuext.nodak.edu

* Home Arts
  http://homearts.com/depts/fresh/newhome.htm

* Fix It - Home Improvement on the Web
  http://begin.com/fixit/

* Job Search and Employment Opportunities: Best Bets From the NET
  http://www.lib.umich.edu/chdocs/employment

* National Institute for Consumer Education
  http://www.emich.edu/public/coe/nice/nice.html

* Family Education Network
  http://www.families.com/cgi-bin/browser.pl

* The Internet's Online Career Center
  http://www.occ.com/occ/SearchJobs.html

* Career Magazine
  http://www.careermag.com/careermag/

* The Body: A Multimedia AIDS and HIV Information Resource
  http://www.thebody.com/

* Eating Disorders
  http://wings.buffalo.edu/student-life/ccenter/Health/eat.html

* Family Sources
  http://www.einet.net/galaxy/Community/Family.html

Selected Government Resources:

* Department of Education
  http://www.ed.gov/

* Teacher's Guide to the Department of Education
  http://www.ed.gov/pubs/TeachersGuide/index.html

* Consumer Information Center
  http://www.pueblo.gsa.gov/

* U. S. House
  http://www.house.gov/

* U. S. Senate
  http://www.senate.gov/

* Directory of Government Agencies
  http://www.itaiep.doc.gov/eebic/cduga.html

* U. S. Bureau of the Census
  http://www.census.gov/